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ABSTRACT

This investigation analyzes 16 current reading series in order to: (1) determine if sex stereotyping exists in reading materials for grades 1-10, (2) determine if a majority of the stories show one sex in a dominant role, (3) explore types of career roles shown for females and males, and (4) determine the number of different career roles depicted for females and males. A team of university students under the direction of a major professor addressed themselves to these questions by tabulating and analyzing 4,144 stories found in 16 reading series. The results indicate that 58 percent of the stories show males as major characters and 14 percent show females as major characters. The category of "other," which included stories that could not be assigned to either male or female designations, totaled 28 percent of the stories. The total number of different career roles depicted was 629. Males were assigned to 511 or 81 percent of these, with females assigned to 118 or 19 percent of the career roles shown. (Author)

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ABSTRACT

WHY JANE CAN'T WIN (Sex Stereotyping and Career Role Assignments in Reading Materials)

This investigation analyzes sixteen current reading series in order to: (1) determine if sex stereotyping exists in reading materials for grades 1-10, (2) determine if a majority of the stories show one sex in a dominant role, (3) explore types of career roles shown for females and males, (4) determine the number of different career roles depicted for females and males. A team of university students under the direction of a major professor addressed themselves to these questions by tabulating and analyzing 4,144 stories found in 16 reading series. The results indicate that 58% or 2,434 of the stories show males as major characters and females as major characters in 14% or 631 stories. The category of Other which included stories that could not be assigned to either male or female designations totaled 1079 or 28% of the stories. The total number of different career roles depicted was 629. Males were assigned to 511 or 81% of these with females assigned to 118 or 19% of the career roles shown.

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WHY JANE CAN'T WIN

Sex Stereotyping and Career Role Assignments

In

Current Reading Materials

An increasing interest and awareness was expressed by several authors of current (1972) publications revealing that sex discrimination or subtle sex bias pervades all of American education from nursery through graduate school (1, 7, 9, 23). A subsequent investigation of selected reading materials was undertaken to determine if this situation does indeed exist and, if so, to what extent does it involve the keystone medium employed in the teaching of reading.

It is significant to note that reading series are employed in some 75% of our public schools today and subsequently generate significant influences on students in terms of their current and future roles in our society.

There are 33.5 million elementary school students in the United States enrolled in grades 1-8 according to 1971 Bureau of Census figures.[3] Approximately three fourths of them are utilizing reading series at the elementary level which comprise a major vehicle for the communication of sex role behaviors, social attitudes and values.

What are some of the messages being transmitted to our neophyte citizens regarding role assignment? Who is responsible for selecting and generating the materials that determine these role assignments?

The purpose of this investigation was to explore the following considerations regarding reading materials:

1) Determine if sex stereotyping exists in reading materials for grades 1-10.

2) Determine if a majority of the stories show one sex in a dominant role.

3) Explore types of career roles shown for females and males.

4) Determine the number of different career roles depicted for females and males.

PROCEDURES

During the 1972 fall term, a group of ten Oregon State University research assistants began analyzing 16 different reading series in terms of sex stereotyping and career roles depicted for females and males in each story. The research team analyzed stories in each text according to these criteria adopted from Dick and Jane as Victims (23) and determined if the stories featured:

1) Boys
2) Girls
3) Adult Males
4) Adult Females
5) Boys and Girls
6) Male Animal
7) Female Animal
8) Folk Fantasy - Male
9) Folk Fantasy - Female
10) Male Biography
11) Female Biography
12) Other: Science, Neuter Animal
13) Career Roles Shown - Male
14) Career Roles Shown - Female

Instructional sessions were initiated for the research assistants in order to explain the systematic procedures to be employed during this project and the special forms to be utilized for tabulation of results. One major orientation session was attended by the team members with subsequent individual conference sessions arranged for them in order to clarify specific questions relating to each reading series.

Each research assumed the responsibilities of 1) reading all of the stories from one series, 2) determining the category to which each story would be assigned, 3) identifying and tabulating career roles depicted for each sex.

Texts were selected on the basis of availability in addition to currency. The 16 reading series evaluated in this study are listed below:

1) Allyn and Bacon, Inc.: "Sheldon Basic Reading Series," Sheldon, W. (1968)
2) Beckley-Cardy: "Cowboy Sam," Chandler. (1958-64)
3) Beckley-Cardy: "Dan Frontier." Hurley. (1961)
4) Beckley-Cardy: "Sailor Jack," Wasserman. (1960)
5) Benefic: "Tom Logan," Chandler. (1966-71)
6) Economy: "Phonetic Keys to Reading," T. Harris. (1967)
7) Ginn: "Reading 360 Series," T. Clymer. (1969)
8) Holt, Rinehart, and Winston: "Sounds of Language Readers," B. Martin. (1966)
9) i/t/a Publications: "Early-to-Read," H. Tanyzer. (1964-66)
10) Lyons and Carnahan: "The Young America Basic Reading Program," L. Fay. (1971)
11) Macmillan: "The Macmillan Reading Program," A. Harris. (1965)
12) Macmillan: "The Bankstreet Readers," I. Black. (1966)
13) Open Court: "Open Court Basic Readers," A. Trace. (1967)
14) Reader's Digest Services: "Reader's Digest Skill Builders," L. Thomas (1959, 1966, 1968)
15) Science Research Associates: "The SRA Basic Reading Series," D. Rasmussen. (1970)
16) Scott Foresman: "Curriculum Foundation Series," H. Robinson. (1965)

When information from 16 series had been submitted, a summarization of data was completed by the major investigator. These data reflected findings from 4,144 different stories in reading series ranging from PP[1] through 10th grade reading levels.

SEX ROLE ASSIGNMENT

The total number of stories depicting males in the major character role were summarized in Table 1 and included the categories of stories featuring: boy, adult males, male animals, folk fantasy - male, and male biography.

Table 1 shows 4,144 total stories analyzed with 2,434 or 58% of these stories featuring males in the major role.

Stories depicting females in major character roles were tabulated using identical criteria and included stories featuring girls, adult females, female animals, folk fantasy - female and female bicgraphies. A sharp contrast is observed in the number

of stories featuring females which is 631 or 14% of the total.

A third category of Other was necessary since certain of the stories could not be assigned to either male or female designations. This category included stories featuring neuter animals, science, and coed stories. Selections in this category totaled 1079 or 28% as shown in Table 1.

Content and illustrations were analyzed to determine the frequency with which each sex had been designated as the model representative for that career role. Table 2 figures indicate the frequency of occurrence that males and females were shown in career roles. For example, the female was frequently depicted as mother, teacher, or nurse and each time she was shown in these roles it was tabulated. The 16 different series showed a total of 3,094 career roles for females and males. In 86% of the situations or in 2,623 stories, a male was shown in the career role. Females were depicted in 471 career roles or 14% of the time. The disparity between male and female career role assignments is evident and not representative of our current 1972 labor force which is comprised of 42% female employees.[18]

The table showing the total number of different career roles for males and females was tabulated with each career counted only once. Therefore, the career role of astronomer is counted once for males as is witch counted once for females, even though males were assigned the role of astronomer in several stories as was the female assigned her career role. There were 629 different career roles depicted for females and males. The total number of different career roles assigned to male figures is 511 or 81% of the total career roles shown. Females were assigned to 118 or 19% of the career roles shown.

DOMINANT SEX BY GRADE LEVEL

Another type of analysis was undertaken to determine if there was any real differentiation in reading series at various grade levels in terms of major character role assignments, sex stereotyping and career roles. The information generated from these

stories was divided into four categories, specifically, primary grade levels (PP^1-3), intermediate grade levels (4-6), junior high/senior high grade levels (7-10), and high interest low reading vocabulary texts for students with reading problems with reading levels (PP^1-3). Several questions were asked regarding this analysis. Would there be any differences in terms of major character assignments when contrasting primary with intermediate levels? Would career roles increase for the female group at the junior/senior high level? Would the same stereotypes exist for females and males at all levels? Would high interest low reading vocabulary texts show any departure from traditional reading series in terms of major character assignments and career roles? These questions were answered quite dramatically as can be seen when studying Tables 4-11.

PRIMARY LEVEL (Grades 1-3)

As noted in Table 4, primary level materials totaled 2,248 stories with 59% or 1,331 stories depicting the male in a major role. Females were shown as major characters in only 369 or 16% of the total number of stories. The category of other fared much better than females with 548 stories or 25%.

Career roles in Table 5 show 1,149 assignments with 924 or 81% for males. Females were shown in 225 career roles or 19% of the total. These findings should dispel the common belief that basic reading materials have been designed for girls and because of this purported feminine influence in story content, boys have more difficulty in learning to read.

INTERMEDIATE LEVEL READING MATERIALS (Grades 4-6)

The intermediate grade level materials as shown in Table 6 indicate even fewer stories with females in major character roles with a total of 1,268 stories 763 are about males or 61% and 162 feature females or 13%. The category of Other shows 343

stories or 26%. The figures in Table 7 indicating career roles reveal that 86% or 994 of the career roles are assigned to males. This is from a total of 1,151 careers depicted.

JUNIOR HIGH/SENIOR HIGH LEVEL MATERIALS (Grades 7-10)

Our junior/senior high students are subjected to the same type of caste system although it is more gross at this level. Table 8 shows that from a total of 334 stories, 62% or 212 were male dominant while 12% or 43 stories were female dominant. The third category of Other totaled 89 stories and represented 26% of the stories for this level. Table 9 indicates that 89% or 562 career roles show a male representative compared to 11% or 67 careers showing a female representative.

HIGH INTEREST LOW READING VOCABULARY MATERIALS (Grades PP^1-3)

These special reading materials such as the Dan Frontier Series as shown in Table 10 indicate that 92% or 191 major character roles were assigned to males out of a total figure of 206. Whereas females were shown as the major characters in 15 or 7% of the stories. The category of Other generated a less than 1% incidence and included only one story. Career role designations for these texts, Table 11, revealed 141 career roles and assigned 128 to males or 91% and 13 to females or 9%. These texts were designed expressly for boys with reading problems and this is clearly evident when one studies the stereotyping and major character portrayal.

SEX STEREOTYPING

According to findings generated by this investigation, the evidence of sex stereotyping is readily apparent. These stereotype roles for females and males occur in series after series with little variation among the 16 different reading series. The

characteristic stereotype models exemplified in current reading series today are described in the following paragraphs.

Boys Boys are consistently stereotyped as daring, intelligent, ingenious problem solvers. They are doers, achievers, builders, and sportspeople. Furthermore, these fellows are heroic, persevering and aggressive. They express positive qualities to be admired by all those important people in their lives, namely, parents, teachers, peers, and siblings. Furthermore, boys are usually shown as older and larger than their female siblings or peers. These boys are portrayed as stoic, emotionless people in the reading series and do not outwardly express any human sensitivity.

Girls In constrast, girls are shown as spectators of life, docile, pleasing, self-effacing, incompetent, inept, and passive. Girls are shown time after time admiring boys while they stand by passively with their doll or some other prop. Girls continuously portray their sex dictated stereotype of the domestic involving ironing, baking and serving cookies, playing house, and helping mother in the kitchen. These girls do not initiate any action, solve problems, build, create, or persevere. They appear vacuous, non-achieving, unthinking, observers, always supportive to males. Their appearance is always in character with the stereotype of the female, clean, neat, very femininely dressed and seemingly concerned with appearance. Unfortunately, these characters serve as models for approximately 14 million elementary school girls and teaches them such highly restricted basic social attitudes and life roles that in reality, they must sublimate their abilities to conform to what society expects of them.

Adult Male The males are caste in roles of professional businessmen, fathers, and problem solvers who dispense knowledge and generate all the exciting ideas for family trips or unique adventures. They are intelligent, authoritarian, in command of every situation and indeed strong persons to be admired. They are builders, doers, thinkers, and scholars.

Adult Female The females are shown as pleasant, hardworking mothers. Their domestic assignments of cooking, housekeeping, washing dishes, ironing, sweeping, mending, baking bread are repeated endlessly in these stories. They are uninteresting, unthinking, awkward, hardly able to prepare picnic baskets. By applying any reliable measure of intelligence to the behaviors depicted by these mothers, it would become apparent that they are shown as slow learners, to say the least. They are unable to solve problems, and must invariably seek the assistance of their husbands or six year old sons. Characterizations of females are extremely weak in these stories which becomes evident when evaluating four thousand instances.

CAREER ROLES

Career role assignments are greatly skewed in the direction of male characters in these stories with a significant disparity in evidence when contrasting male/female career role assignments. Quality as well as quantity of career choices obviously favors the male characters who are provided a variety of options ranging from unskilled labor to highly professional.

Female career role assignments are fewer in number and limited in variety and quality. The same stereotyping is in evidence with the clerical, janitorial service roles quite numerous for females.

CONCLUSIONS

Pre-determined sex role behaviors, social attitudes and values are directed toward the embryonic citizen via the omnipresent reading series. Decisions regarding social attitudes and values usually considered to be the province of parents are instead being generated by publishers.

Attorney Karen DeCrow expresses her thinking regarding sex stereotyping from the position of former textbook editor with the following commentary:

> "In case the image of women has not been totally instilled in a little girl before she is five years old, by television and by her parents and friends, school finishes the job. Teachers are individuals, and school curricula vary from locale to locale, so it can be argued that there is no uniform content. However, one crucial item in the educative process is standard: the textbook.
>
> . . . There are about 15 major textbook companies which control about 90 percent of the textbook market. They watch each other closely and produce very similar products. An they have the image of woman as helpmate, as mother, as observer of male activities, included in every book. School attendance is compulsory in this country. This means that every young girl must read about herself as passive citizen for 12 years--by law."

This vast and voiceless student audience in terms of text selection is recipient of a concept which repeats again and again that life styles and career roles are sex determined.

The findings in this study corroborate the fact that in these reading series if you are male you have numerous career options available of the most commanding type. In addition, one of your responsibilities is to resolve all of life's problems for yourself and any female in your particular environment ranging from aunt to grandmother, from wife to daughter. If you are female, you have vastly limited options in terms of life styles and career roles and you will be expected to solve very few, if any, of your own problems or any one elses especially if there is a male in your family milieu. Any male will be obliged to solve your problems or exigencies whether he be six or ninety-six since a female, according to these reading materials, is simply not equipped mentally to resolve any contingencies or even generate an idea.

An article from the National Education Association reported in the November 24, 1972 issue of the Oregon Journal underscores this concern regarding stereotyping with

the following statement:

> "The National Education Association calls upon parents and all groups involved in public education to join in a nationwide effort to reduce the effects of sex role stereotypes, the standardized mental pictures of male and female that permeate all of our lives."
>
> Wade Wilson, an NEA executive committee member said the primary concern was with teaching attitudes and materials--particularly textbooks portraying boys as heroes and girls, if they are mentioned at all, as helpless sidekicks. [20]

RECOMMENDATIONS

1. These findings affirm the need for revision of reading materials in the grades 1-10, which eliminate gross sex stereotyping.

2. Boys and girls should be provided stories which show them working together, solving common problems, respecting each others abilities and functioning as equals.

3. Males need to be depicted as warm, caring human beings, capable of tenderness, love and compassion.

4. Reading materials should include more female characters in leadership roles, which depict them as intelligent, capable human beings with the ability to create, generate new ideas and resolve problems.

5. Reading materials need to expand the quantity and quality of career roles shown for females.

6. There is a need for high interest low reading level texts for girls with reading problems which portray them as viable human beings.

7. Classroom instructors should be made aware of messages being directed at our student population via reading materials in terms of sex role behaviors, social attitudes and values.

8. Textbook selection committees should expand their evaluation criteria to include categories regarding sex stereotyping, male/female career role models and alternative life styles.

Our newest citizens are subtlely and gradually being programmed for society unaware of the powerfully influential forces pressuring them to conform to stereotypes depicted in reading materials employed in our public school system.

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Table 1

Stories depicting male or female major characters in reading materials in grades 1-10

N=4144

MALE	FEMALE	OTHER
n= 2434	n= 631	n= 1079

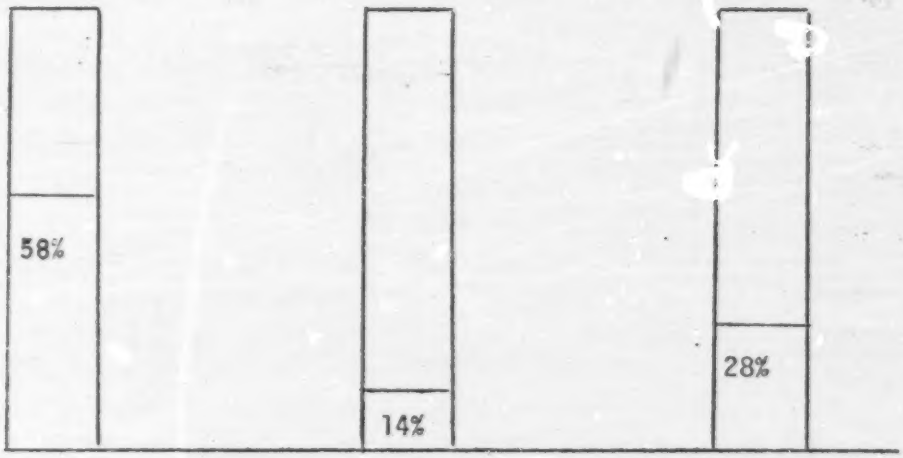


Table 2

Total number of career roles shown in reading materials 1-10

N= 3094

MALE	FEMALE
n= 2623	n= 471

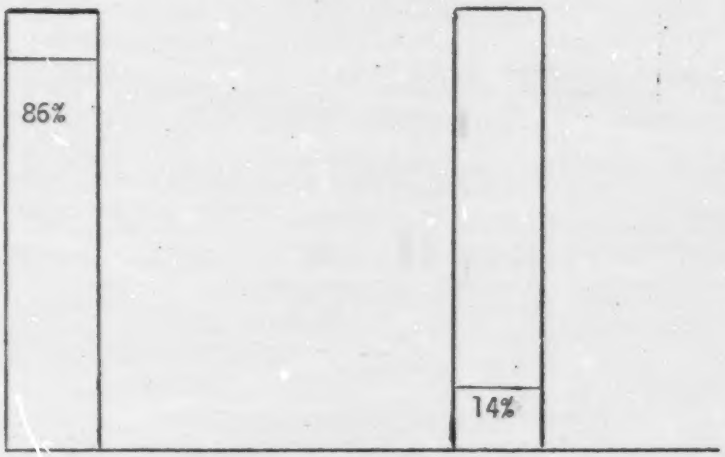


Table 3

Total number of different career roles.

N= 629

MALE n=511	FEMALE n=118
81%	91%

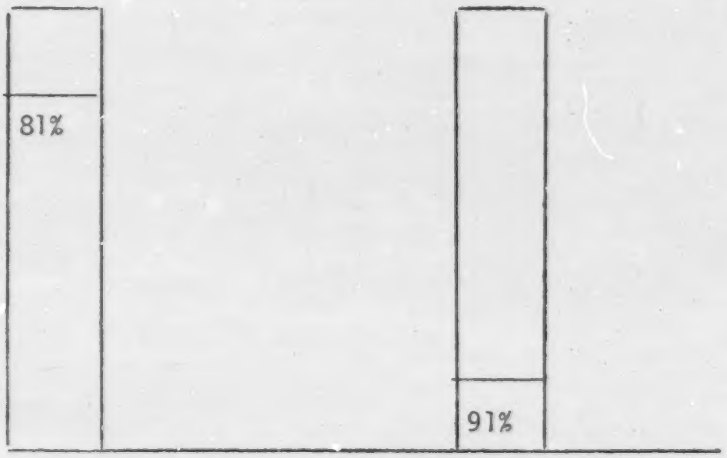


Table 4

Primary stories (1-3) depicting male or female major characters

N= 2248

MALE	FEMALE	OTHER
n= 1331	n= 369	n=548

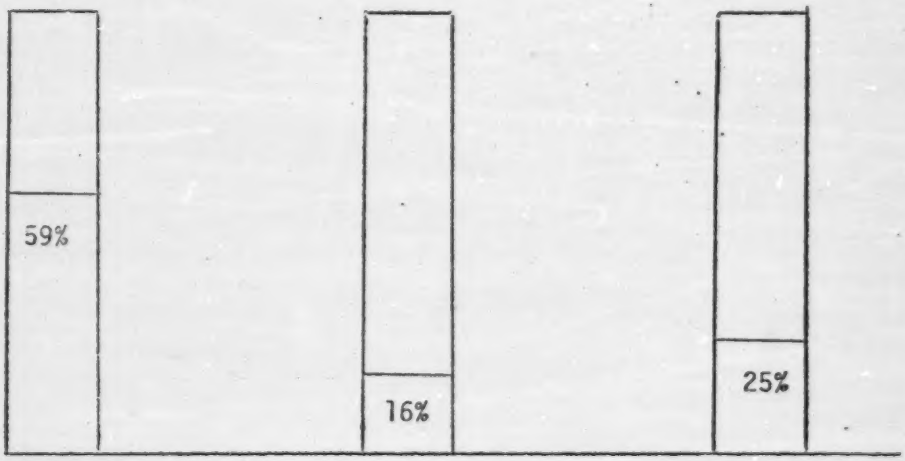


Table 5

Frequency of career roles shown in primary reading materials for grades 1-3

N= 1149

MALE n=924	FEMALE n=225

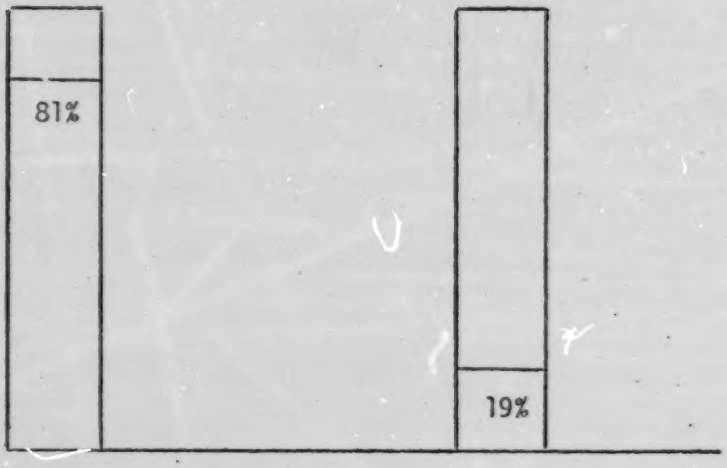


Table 6

Intermediate level stories depicting male or female major characters for grades 4-6

N= 1268

MALE	FEMALE	OTHER
n=763	n=162	n=343

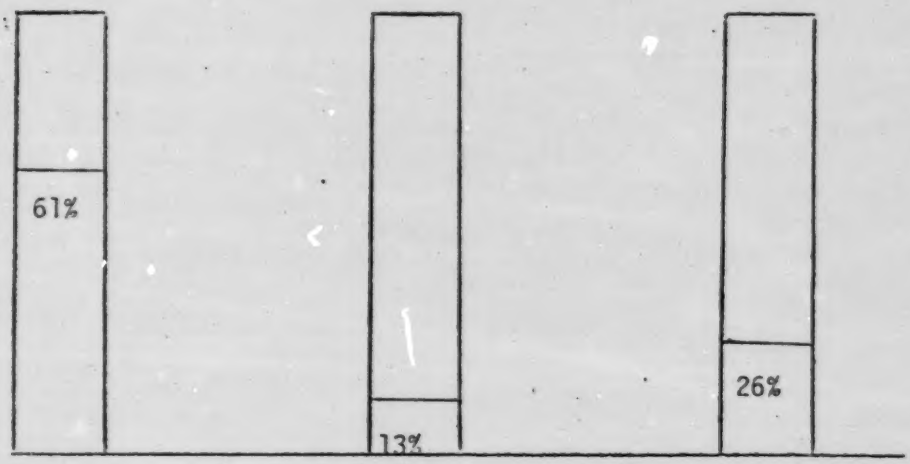


Table 7

Frequency of career roles shown in intermediate reading materials for grades 4-6

N= 1151

MALE n= 994	FEMALE n= 157

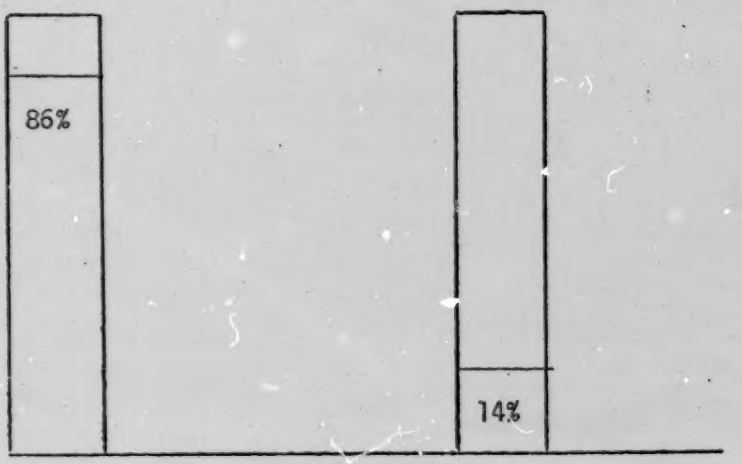


Table 8

Junior high/senior high stories depicting male or female major characters for grades 7-10

N= 344

MALE	FEMALE	OTHER
n= 212	n= 43	n= 89

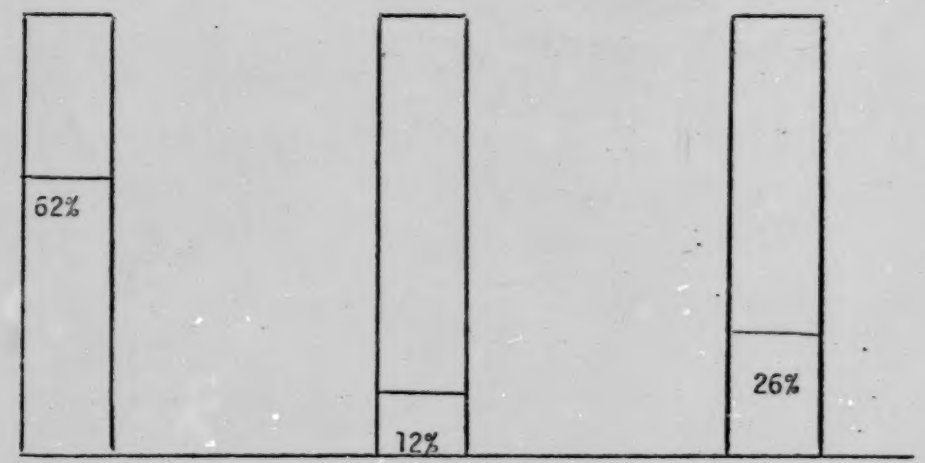


Table 9

Frequency of career roles shown in reading materials for grades 7-10.

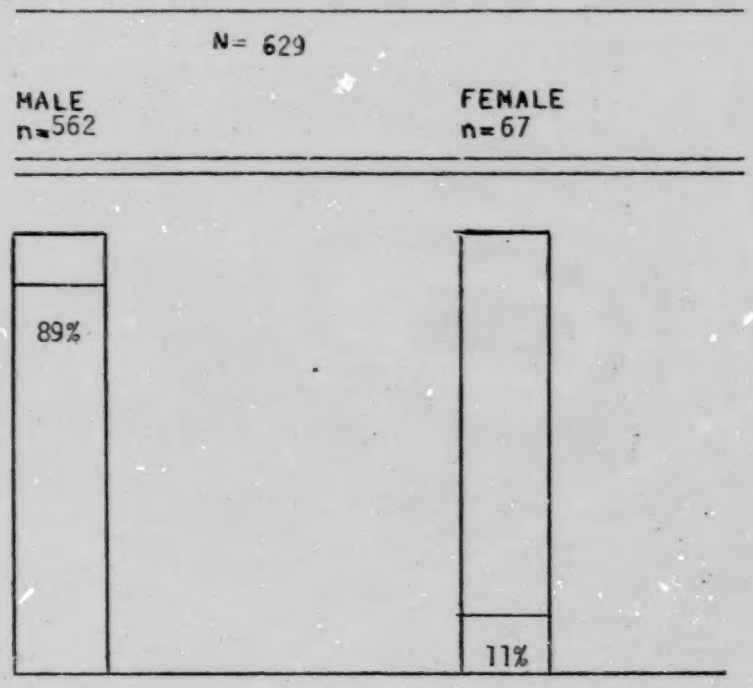


Table 10

High interest low reading vocabulary stories featuring male or female major characters

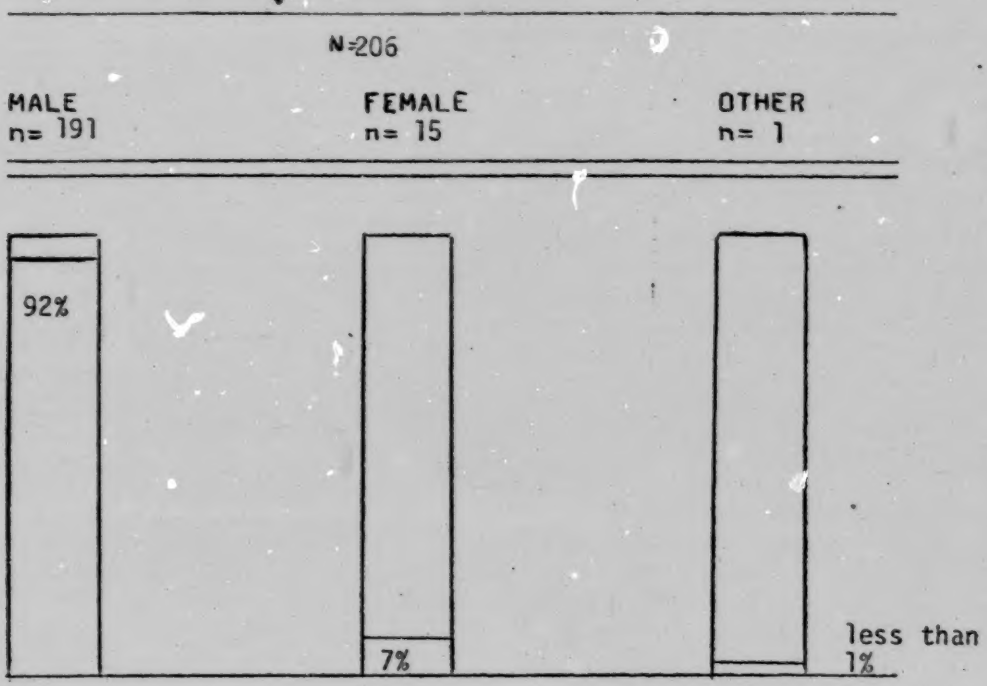
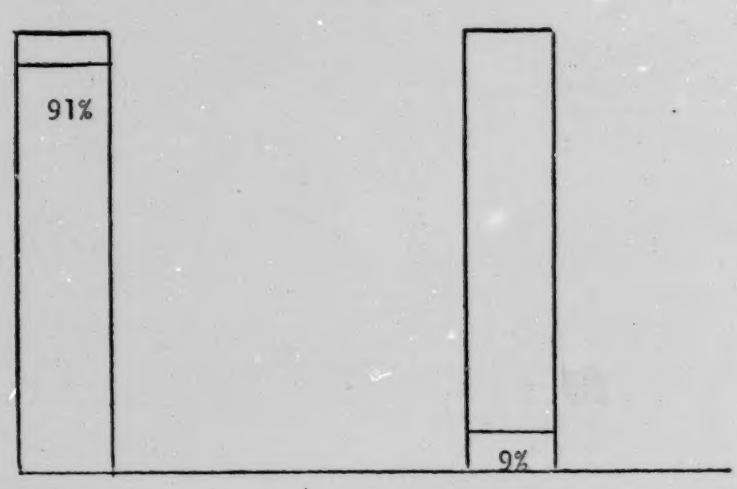


Table 11

Frequency of career roles depicted in high interest low reading vocabulary materials

N= 141

MALE	FEMALE
n= 128	n= 13



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Reading Research
Summary Data Form
1972-74

SERIES PROFILE

TABLE 12

Summary of Analyzed Series

	ALLYN AND BACON-SHELDON 1968	BANK STREET READERS 1966		LYONS AND CARNAHAN 1972	MACMILLAN READING PROGRAM 1965-66	OPEN COURT BASIC READERS 1967		READERS DIGEST READING SKILL BUILDERS 1958-68	READING 360 SERIES--1964 GINN-CLYMER	SRA BASIC READING 1970	SCOTT FORESMAN NEW BASIC READERS 1965	SOUNDS OF LANGUAGE 1966
Reading Grade Level	1-8	1-3		1-8	1-6	6		1-10	1-6	1-6	1-6	1-6
Number of Texts	15	8		14	12	6		33	11	12	13	8
Total Stories	429	198		400	407	473		585	273	322	382	114
Featuring Boys	127	77		84	119	51		60	90	75	127	30
Featuring Girls	25	22		38	36	26		18	16	19	58	6
Featuring Adult Males	25	14		45	39	139		85	22	44	13	12
Featuring Adult Females	8	10		8	13	20		19	4	4	3	7
Featuring Boys and Girls	100	24		36	58	10		8	26	26	49	1
Featuring Male Animal	30	13		30	32	58		67	25	30	29	10
Featuring Female Animal	9	1		8	7	10		14	8	14	12	4
Featuring Folk Fantasy-Male	26	9		39	26	16		1	30	21	24	11
Featuring Folk Fantasy-Female	4	3		13	3	4		0	7	6	7	2
Featuring Male Biography	33	2		21	34	18		112	8	11	22	0
Featuring Female Biography	5	0		5	3	3		29	1	1	5	0
Other: Science, Neuter Animal	24	26		73	37	127		280	34	83	33	29
Career Roles Shown-Males	240	114		249	233	290		704	74	195	139	71
Career Roles Shown-Females	52	29		36	47	50		88	22	48	27	34

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Reading Research
Summary Data Form
1972/73 /74

SERIES PROFILE

TABLE 12

	INITIAL TEACHING ALPHABET 1966	PHONETIC KEYS TO READING--1967 T. Harris	SAILOR JACK 1960--Wasserman Beckley	DAN FRONTIER Hurley--1961 Beckley	COWBOY SAM 1958-1964 Beckley-Cardy	TOM LOGAN 1966-1971 Chandler--Benefic.		TOTALS		TOTAL NUMBER OF STORIES FEATURING	
Summary of All Series										M	F
Reading Grade Level	1-3	1-6	1	1-3	1	1-3					
Number of Texts	7	13	8	8	8	8		183		2,434	631
Total Stories	70	284	51	53	49	54		4,144			
Featuring Boys	27	56	5	53	0	0		981		N= 3,065	
Featuring Girls	8	32	0	0	0	0		304			
Featuring Adult Males	9	28	31	0	26	52		584			
Featuring Adult Females	2	6	0	0	0	1		105			
Featuring Boys and Girls	5	66	1	0	0	0		415			
Featuring Male Animal	8	28	0	0	23	1		384			
Featuring Female Animal	1	3	14	0	0	0		117			
Featuring Folk Fantasy-Male	3	12	0	0	0	0		219			
Featuring Folk Fantasy-Female	1	3	0	0	0	0		53			
Featuring Male Biography	0	5	0	0	0	0		266			
Featuring Female Biography	0	0	0	0	0	0		52		TOTAL CAREER ROLES	
Other: Science, Neuter Animal	2	46	0	0	0	0		694		N= 3,094	
Career Roles Shown-Males	43	143	31	24	27	46		2,623		Male	Female
Career Roles Shown-Females	3	22	1	7	2	3		471		2,623	471

Reading/Research
Summary Data Form
1972/73
1974/75

Series_____

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Reading

	Lippincott Basic Reading 1975	Scott Foresman Reading Systems 1-6* 1971-72	Allyn & Bacon Sheldon Reading Series 1973
Reading Grade Levels	1-6	1-6	1-6
Number of Texts	8	24	11
Total Stories	130	192	329
Featuring Boys	43	45	150
Featuring Girls	12	14	21
Featuring Adult Males	14	9	29
Featuring Adult Females	0	2	6
Featuring Boys and Girls	12	7	40
Featuring Male Animal	18	15	21
Featuring Female Animal	1	4	4
Featuring Folk Fantasy-Male	9	12	24
Featuring Folk Fantasy-Female	5	1	3
Featuring Male Biography	6	22	21
Featuring Female Biography	8	13	4
Other: Science, Neuter Animal	2	48	5
Career Roles Shown-Males (Frequency)	64	282	423
Career Roles Shown-Females (Frequency)	44	87	167

* Level 5 Not Available

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TABLE 14

"WHY JANE CAN'T WIN"

Sex Stereotyping Analysis
May, 1974

Title of Series Analyzed	Year	Total Stories Analyzed	Major Character Male	Major Character Female	Other
Lippincott Basic Reading 1-6	1975	N=130	N=90 69%	N=26 20%	N=14 10%
Allyn & Bacon 1-6	1973 Sheldon	N=329	N=245 74%	N=38 12%	N=55 17%
Scott Foresman 1-6 Reading Systems	1971-1973	N=192	N=103 53%	N=34 18%	N=55 29%

MALE CAREER ROLES

A

Architect
Amusement Park Employee
Anthropologist
Aquanaut
Artifact Collector
Astronaut
Astronomer
Avaiation Designer
Apt. Superintendent
Archeologist
Acrobat
Actor
Archer
Admiral
Artist
Auctioneer
Author
Athlete
Animal Trainer (Dog, Elephant)
Assistant Scoutmaster
Ambassador
Gator Wrestler
Animator
Army Observer
Atomic Reactor Manager
Attorney
Air Mechanic
Aerodynamic Researcher
Army Officer

B

Builder
Bank Owner
Baker
Bird Collector
Banana Grower
Bank Teller
Barber
Baseball Player (Pro)
Bee Keeper
Bicycle Shop Owner
Biochemist
Biologist
Blacksmith
Bridge Builder
Botanist
Band Leader
Boxer (Pro)
Bus Driver (School, City)
Butcher
Butler
Balloonist
Businessman
Bandit
Bank Clerk
Brakeman
Banker
Bricklayer
Bull Fighter
Broadcaster
Bridge Designer
Baseball Manager
Brain Surgeon
Bucker (Timber)
Burglar

C

Constable
Caddy
Candle Maker
Criminal
Commercial Pilot
Chief Mate
Chief
Chief Inspector
Crystallographer
Customs Inspector
Cabinet Maker
Composer
Congressman
Congressional Page
Conservationist
Coppersmith
Cryptographer
County Agent
Climber
Coach
Cheese Maker
Clock Fix-it-Man

C

Camp Counselor
Chauffeur
Captain (Fishing Boat, Militia, Ship)
Carpenter
Carpet Layer
Cattle Rancher
Chief (Indian Tribe, Village)
Choir Master
City Maintenance Worker
Clown
Cook (Ship Train)
Cowboy
Custom House Official
Construction Worker
Children's Store Owner
Cattleman
Clerk (Drug, Grocery)
Circus Performer (Trapeze, Wire, Clown)
City Planner
Craftsman
Coast Guardsman
Cab Driver
Camel Trainer
Carriage Driver
Cameraman
Circus Animal Trainer
Circus Boss
Circus Chariot Racer
Commercial Fisherman
Customer Serviceman
Commercial Painter
Contractor
Columnist
Crane Operator
Crewman
Comedian
Colonel

C

Contest Judge
College President
Captain
Chemist
Circus Tall Man
" Midget
" Glutton
" Waterboy
Company Head
Czar
Concert Pianist
Clergyman
Cartoonist

D

Driver
Doryman
Diplomat
Driver (Test)
Detective
Doctor
Druggist
Driller (Oil)
Detective
Dean of College
Doorman
Dentist
Ditch Digger
Dump Truck Driver
Devil
Deliveryman
Dancer
Duke
Dog Driver
Deckhand
Designer
Dispatcher
Dramatist
Director (Movie
Dendrochronologist

MALE CAREER ROLES (CONTINUED)

E

Engineer (Mining, Train)
Executive
Elf
Explorer
Eggman
Editor
Emissary
Entomologist
Emperor
Executioner
Escape Artist
Engraver
Electrical Engineer
Employer

F

Faller (Tree)
Farmhand
Film Director
Forger
Farmer
Farm Laborer
Ferry Boat Operator
Fireman
Fisherman
Florist
Football Player (Pro)
Forester
Fur Trader
Foreman
Food Cart Seller
Fur Buyer
Furniture Refinisher
Forest Fire Fighter
Factory Supt.
Firm President
Foreign Minister
Frogman
Fire lookout
Forest Ranger
Fish and Game Man
Fish Salesman
Factory Worker
Flying Doctor

G

Game Manager
Golfer (Pro)
Gas Station Attendant
Game Warden
Game Commissioner
Gaucho
Giant
Gatekeeper
Garbage Collector
Gardener
Geologist
Glassblower
Ground Controller
Guide
Gold Miner
General (Army)
Geographer
Goat Herder
Government Official
Gentlemen
Gypsy
Governor
Guard
Geologist
Green Grocer
Gunner
Grocer
Grocery Store Owner

H

Hermit
Historian
Hotel Housekeeper
Hotel Cook
Hotel Cook Helper
Hay Harvester
High-steel Construction Worker
Hockey Player (Pro)
Horse Trader
Humane Society Employee
Huntsman
Harbor Police
Helicopter Police
Hotel Manager
Hot Dog Vendor
Horseman

K

Kennel Owner

L

Lawyer
Legislator
Logger
Linotyper
Longshoreman
Lighthouse Keeper
Lumberjack
Law Clerk
Lord
Lieutenant
Lithographer
Logger
Log Truck Driver

M

Machinist
Manager of Baseball
Minister
Mason
Magician
Mathematician
Miller
Mail Clerk
Mailman
Merchant
Milkman
Miner
Missionary
Music Conductor
Mayor
Major
Minstrel
Mounted Police
Mill Owner
Manager
Manufacturer
Movie Star
MP
Minister
Military Attache
Motorman
Messenger
Mint Master
Monk
Marine Engineer
Metal Worker
Meteorologist
Music Teacher
Movie Manager

N

Naturalist
Newspaper Publisher
Newspaperman
Navigator
Noble
Nuclear Physicist
Novelist
NASA Administrator
News Commentator
Navyman

O

Olympic Athlete
Owner (Icecream Store)
Organ Grinder
Optometrist
Ornithologist
Oceanographer
Outlaw
Orderly
Officers
Oil Contractor

P

Page Pastor
Paperboy
Photographer
Philosopher
Physicist
Painter
Plumber
Park Commissioner
Prime Minister
Postmaster
President of US
Pararescueman
Principal
Peddler

MALE CAREER ROLES (CONTINUED)

P

Pilot Jet
" Helicopter
" Airplane
Pony Express Rider
Portrait Painter
Professor (College)
Physiologist
Pirate
Planatation Owner
Pet Store Owner
President of College
Playwrite
Poet
Politician
Priest
Prince
Prospector
Publisher
Prison Guard
Potter
Peanut Grower
Policeman
Producer
Paratrooper
Pope
President
Pretzel Manufacturer
Padre
Park Ranger
Postal Clerk
Printer
Personnel Director

R

Rodeo Clown
Rocket Expert
Reporter
Railroad Owner
Rug Dealer
Railroad Construction Worker
Ruler
Rock Cutter
Radio Announcer
Railroad Engineer
Rodeo Star
Restaurant Owner
Robber
Rainmaker
Rancher
Ring Master
Railroad Boss
Real Estate Agents

S

Stone Polisher
Spaceman
Sharecropper
Seaman
Salesman (Balloon, Insurance, Clothing, Snow Plow, Fruit, Icecream, Popcorn)
Skier
Spy
Scholar
Swim Trainer
Steam Shovel Operator
Sawmill Worker
Senator
Submarine Captain
Sheik
Servant
Sculptor
Scorcerer
Secretary
Settler
Street Car Conductor
Shantyman
Ship Chandler
Ship Owner
Subway Token Taker
Scientist
Service Station Attendant
Science Teacher
Sheep Herder
Store Keeper
Signal Officer
Security Man
Secretary of War
Stoker
Sweeper
Supervisor
Surgeon
Stoker (Ship)
" (Mill)
Soldier
Skipper
Sheriff
Shoemaker
Swim Star
Slave
Silversmith
Skin Diver
Steel Driver
Stage Coachman
Street Cleaner
Silver Miner
Stagecoach Guard
" Driver
Surveyor
Steamship Agent
Statesman
Snow Scientist
Singer
Signalman
Sea Captain
Shoe Repairman
Steel Men
Safety Officer
Sports Writer
Slagger
Speaker of House
Secretary of Treasury
Sailor
Sergeant

T

Trumpeter
Teamster
Truck Driver
Telephone Supervisor
Taxidermist
Technical Writer
Telephone Man
Test Pilot
Teacher
Tracker
Technician
Telegraph Construction
Track Boss
TV Repairman
Tinker
Train Engineer
Tugboat Operator
Traffic Controller
Trapper
Tree Farmer
Trolley Conductor
Tailor
Taxi Driver
Telegraph Operator
Trader

U

Unskilled Worker

V

Valet
Veterinarian
Violinist
Vaudeville Agent
Voice Teacher

W

Writer
Wells Fargo Agent
Whaler
Wagon Maker
Weaver
Water Dept. Employee
Wood Carver
Well Driller
Warehouse Worker
Waiter
Wizard
Watchman for Dam
Watch Repairman
Workman
Wrecking Yard Operator
Weather Forecaster

MALE CAREER ROLES (CONTINUED)

Z

Zoologist
Zoo Keeper

FEMALE CAREER ROLES

A

Artist
Art Teacher
Acrobat
Author
Athlete
Airlines Hostess
Actress

B

Baker
Biographer
Beautician
Bakery Proprietress
Beggar
Bird Farm Proprietress

C

Circus Horse Rider
Chemist
Cleaning Woman
Computer Programmer
Candy Shope Owner
Cook
Circus Star
Cafeteria Cook
Circus Fat Lady
Circus Pretty Girl
Countess
Clerk
Czarina

D

Doctor
Dutchess
Department Head (Sales)
Dancer

E

Elephant Trainer

F

Farmer
Flower Seller
Forest Lookout
Fairy
Founder and President of College

G

Gypsy
Governess
Gift Shop Owner
Government Official
Goddess

H

Historian
House Keeper
Huntress
Hotel Maid
Hoop Holder in Circus
Housewife

I

Interpreter

J

Jelly Maker (Commerical)
Janitress
Jester
Juggler
Jet Pilot

L

Librarian
Laundress
Landlady
Lab Technician

M

Mother Superior
Maid
Missionary
Mother
Meter Maid
Museum Expert
Museum Clerk
Maiden (Ladies of Court)
Miss Marvelous
Magician's Assistant
Milk Maid

N

Nurse
Nursemaid
Nun
Novelist

O

Owner of Dress Shop

P

Princess
Photographer
Painter
Pet Store Owner
Post Office Worker
Poetess
Pianist
Post Mistress
Postal Supervisor

Q

Queen

R

Redcross Worker
Recreation Director
Ranch Cook
Receptionist

S

Scientist
Seamstress
Sculptor
Servant
Slave
Soldier
Stenographer
Skier
Snake Charmer
Shopwoman
Social Worker
Sales Clerk
Singer
Skin Diver
Stewardess
Swim Star
Secretary

T

Teacher
Trapezist
Tennis Player
Telephone Operator
Therapist

W

Workwoman
War Correspondent
Wire Walker
Witch
Waitress
Weaver
Washwoman
WAC

Z

Zoo Mother

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ADDENDUM

Questions most frequently asked regarding this study on Sex Stereotyping and Career Role Assignments in Reading Material.

1) Is this study available in any other form?

   a) An article appears in the JOURNAL OF READING, November, 1973 issue.

   b) A slide/tape film program of this study has been prepared for teachers, inservice groups, and parents and it is being distributed by the Oregon Education Association.

      For rental or purchase, contact:

      Ms. Marilyn Johnston, UniServ Representative
      Oregon Education Association
      1 Plaza Southwest
      6900 SW Haines Rd.
      Tigard, Oregon 97223

      Telephone: 1-503-639-7651-Ext. 241

RENTAL FEE	1 Day	$17.00
	5 Days	$35.00
PURCHASE		$75.00

2) Are newer editions showing any major improvement of this situation regarding sex stereotyping and career role assignments?

   No significant changes are seen in the 1973-75 editions that have been analyzed in this study (see tables 13 & 14)

3) For how many years is each reading series used in a classroom district?

   Generally, reading series are used from 10-15 years in a classroom. While newer series are purchased, the older series are utilized as a supplementary reading material for many years.

   For example, the 1965 edition reviewed in this investigation will probably be teaching the same stereotypes until 1980 or longer . . .

4) How are racial or ethnic minorities shown in reading series in terms of major character role assignments, race stereotyping, and career role assignments?

A current study which this researcher completed in May, 1974 addresses itself to this issue. The results show that racial or ethnic minority women are treated less fairly than anglo women.

A slide/tape program on Racism and Career Role Stereotyping will be available in August, 1974, and will be distributed by the Oregon Education Association.